# Index to Volume 59, 1988


ABBEDUTO, LEONARD; DAVIES, BETTY; & FURMAN, LAURIE. The Development of Speech Act Comprehension in Mentally Retarded Individuals and Nonretarded Children 1460–1472

ACHENBACH, THOMAS M. (*see* Rauh, Virginia A.)

ACKERMAN, BRIAN P. Reason Inferences in the Story Comprehension of Children and Adults 1426–1442

ACKERMAN, BRIAN P. Thematic Influences on Children's Judgments about Story Adequacy 918–938

ACREDOLO, LINDA, & GOODWYN, SUSAN. Symbolic Gesturing in Normal Infants 450–466

ALEXANDER, TERESA M., & ENNS, JAMES T. Age Changes in the Boundaries of Fuzzy Categories 1372–1386

ARSENIO, WILLIAM F. Children's Conceptions of the Situational Affective Consequences of Sociomoral Events 1611–1622

ASTINGTON, JANET W. (*see* Gopnik, Alison)

AZMITIA, MARGARITA. Peer Interaction and Problem Solving: When Are Two Heads Better Than One? 87–96

AVANTS, S. KELLY. (*see* Cowan, Gloria)

BAHRICK, LORRAINE E. Intermodal Learning in Infancy: Learning on the Basis of Two Kinds of Invariant Relations in Audible and Visible Events 197–209

BEAUCHAMP, GARY K. (*see* Schmidt, Hilary J.)

BELSKY, JAY, & ROVINE, MICHAEL J. Nonmaternal Care in the First Year of Life and the Security of Infant-Parent Attachment 157–167

BENDELL, DEBRA. (*see* Field, Tiffany)

BETTES, BARBARA A. Maternal Depression and Motherese: Temporal and Intonational Features 1089–1096

BIERMAN, KAREN LINN. (*see* O'Brien, Susan F.)

BLACK, KATHRYN N. (*see* Stevenson, Michael R.)

BLOCK, JACK. (*see* Vaughn, Brian E.)

BLOCK, JACK; BLOCK, JEANNE H.; & KEYES, SUSAN. Longitudinally Foretelling Drug Usage in Adolescence: Early Childhood Personality and Environmental Precursors 336–355

BLOCK, JEANNE H. (*see* Block, Jack)

BLOCK, JEANNE H. (*see* Vaughn, Brian E.)

BONITATIBUS, GARY. Comprehension Monitoring and the Apprehension of Literal Meaning 60–70

BRADLEY, ROBERT H.; CALDWELL, BETTYE M.; & ROCK, STEPHEN L. Home Environment and School Performance: A Ten-Year Follow-up and Examination of Three Models of Environmental Action 852–867

BRIDGES, LISA J. (*see* Thompson, Ross A.)

BROOKS-GUNN, J., & WARREN, MICHELLE P. The Psychological Significance of Secondary Sexual Characteristics in Nine- to Eleven-Year-Old Girls 1061–1069

BROWN, MELISSA M. (*see* Pettit, Gregory S.)

BROWNELL, CELIA A. Combinatorial Skills: Converging Developments over the Second Year 675–685

BUGENTAL, DAPHNE BLUNT, & CORTEZ, VICTORIA L. Physiological Reactivity to Responsive and Unresponsive Children as Moderated by Perceived Control 686–693

BULLOCK, MERRY, & LÜTKENHAUS, PAUL. The Development of Volitional Behavior in the Toddler Years 664–674

BUS, ADRIANA G., & VAN IJZENDOORN, MARINUS H. Mother-Child Interactions, Attachment, and Emergent Literacy: A Cross-sectional Study 1262–1272

BWIBO, NIMROD. (*see* Sigman, Marian)

CALDWELL, BETTYE M. (*see* Bradley, Robert H.)

CAMERON, M. SUZANNE. (*see* Fenson, Larry)

CAMPOS, JOSEPH J. (*see* Kermoian, Rosanne)

CARON, ALBERT J.; CARON, ROSE F.; & MACLEAN, DARLA J. Infant Discrimination of Naturalistic Emotional Expressions: The Role of Face and Voice 604–616

CARON, ROSE F. (*see* Caron, Albert J.)

CARTER, BETH WARREN. (*see* Warren-Leubecker, Amye)

CARTER, D. BRUCE, & LEVY, GARY D. Cognitive Aspects of Early Sex-Role Development: The Influence of Gender Schemas on Preschoolers' Memories and Preferences for Sex-typed Toys and Activities 782–792

CARTER, ERIC. (*see* Sigman, Marian)

CASEY, BETTY JO, & RICHARDS, JOHN E. Sustained Visual Attention in Young Infants Measured with an Adapted Version of the Visual Preference Paradigm 1514–1521

CASSIDY, JUDE. Child-Mother Attachment and the Self in Six-Year-Olds 121–134

CASSIDY, JUDE. (*see* Vuchinich, Samuel)

CATTLE, DOROTHY J. (*see* Sigman, Marian)

CHALIP, LAURENCE. (*see* Stigler, James W.)

CHANG, CHIH-MEI. (*see* Miura, Irene T.)

CHILAMKURTI, CHINNI. (*see* Gnepp, Jackie)

COIE, JOHN D., & DODGE, KENNETH A. Multiple Sources of Data on Social Behavior and Social Status in the School: A Cross-Age Comparison 815–829
COLOMBO, JOHN. (*see* Moss, Madelyn)
COLOMBO, JOHN; MITCHELL, D. WAYNE; & HOROWITZ, FRANCES DEGEN. Infant Visual Attention in the Paired-Comparison Paradigm: Test-Retest and Attention-Performance Relations 1198–1210
CONNELL, JAMES P. (*see* Thompson, Ross A.)
CORASANITI, MARY ANNE. (*see* Vandell, Deborah Lowe)
CORTEZ, VICTORIA L. (*see* Bugental, Daphne Blunt)
COWAN, GLORIA, & AVANTS, S. KELLY. Children's Influence Strategies: Structure, Sex Differences, and Bilateral Mother-Child Influence 1303–1313
CRATON, LINCOLN G., & YONAS, ALBERT. Infants' Sensitivity to Boundary Flow Information for Depth at an Edge 1522–1529
CRNIC, KEITH A. (*see* Greenberg, Mark T.)
CROWELL, JUDITH A., & FELDMAN, S. SHIRLEY. Mothers' Internal Models of Relationships and Children's Behavioral and Developmental Status: A Study of Mother-Child Interaction 1273–1285

DANNEMILLER, JAMES L., & STEPHENS, BENJAMIN R. A Critical Test of Infant Pattern Preference Models 210–216
DAVIES, BETTY. (*see* Abbeduto, Leonard)
DECOTIS, KAREN M. (*see* Stipek, Deborah J.)
DEMARIE-DREBLOW, DARLENE, & MILLER, PATRICIA H. The Development of Children's Strategies for Selective Attention: Evidence for a Transitional Period 1504–1513
DIAMOND, ADELE. Abilities and Neural Mechanisms Underlying $A\bar{B}$ Performance 523–527
DICKSTEIN, SUSAN, & PARKE, ROSS D. Social Referencing in Infancy: A Glance at Fathers and Marriage 506–511
DODGE, KENNETH A. (*see* Coie, John D.)
DODGE, KENNETH A. (*see* Pettit, Gregory S.)
D'SOUZA, SUSAN. (*see* Sigman, Marian)

EASTENSON, AMY. (*see* Hartup, Willard W.)
EBELING, KAREN S., & GELMAN, SUSAN A. Coordination of Size Standards by Young Children 888–896
EGELAND, BYRON; JACOBVITZ, DEBORAH; & SROUFE, L. ALAN. Breaking the Cycle of Abuse 1080–1088
EHRLICH, ROBERT M. (*see* Rovet, Joanne F.)
EILERS, REBECCA E. (*see* Oller, D. Kimbrough)
ELDREDGE, LYNNETTE, & SALAMY, ALAN. Neurobehavioral and Neurophysiological Assessment of Healthy and "At-Risk" Full-Term Infants 186–192
ELEK, SUSAN. (*see* Shaklee, Harriet)
ELLIS, SHARI A. (*see* Kassin, Saul M.)
EMERY, ROBERT E. (*see* Vuchinich, Samuel)
ENNS, JAMES T. (*see* Alexander, Teresa M.)

FABRICIUS, WILLIAM V. The Development of Forward Search Planning in Preschoolers 1473–1488
FELDMAN, JUDITH F. (*see* Rose, Susan A.)
FELDMAN, NINA S., & RUBLE, DIANE N. The Effect of Personal Relevance on Psychological Inference: A Developmental Analysis 1339–1352
FELDMAN, S. SHIRLEY. (*see* Crowell, Judith A.)
FELDMAN, S. SHIRLEY, & GEHRING, THOMAS M. Changing Perceptions of Family Cohesion and Power across Adolescence 1034–1045
FENSON, LARRY; CAMERON, M. SUZANNE; & KENNEDY, MARK. Role of Perceptual and Conceptual Similarity in Category Matching at Age Two Years 897–907
FERGUSON, TAMARA J., & RULE, BRENDAN GAIL. Children's Evaluations of Retaliatory Aggression 961–968
FESHBACH, NORMA DEITCH. (*see* Seidner, Laura Beizer)
FIELD, TIFFANY; HEALY, BRIAN; GOLDSTEIN, SHERI; PERRY, SUSAN; BENDELL, DEBRA; SCHANBERG, SAUL; ZIMMERMAN, EUGENE A.; & KUHN, CYNTHIA. Infants of Depressed Mothers Show "Depressed" Behavior Even with Nondepressed Adults 1569–1579
FLETT, GORDON L. (*see* Ruble, Diane N.)
FOX, JOHN. (*see* Wintre, Maxine Gallander)
FRENCH, DORAN C. Heterogeneity of Peer-rejected Boys: Aggressive and Nonaggressive Subtypes 976–985
FRENCH, LUCIA A. (*see* Hodges, Rosemary M.)
FRY, DOUGLAS P. Intercommunity Differences in Aggression among Zapotec Children 1008–1019
FUCHS, DAYNA, & THELEN, MARK H. Children's Expected Interpersonal Consequences of Communicating Their Affective State and Reported Likelihood of Expression 1314–1322
FURMAN, LAURIE. (*see* Abbeduto, Leonard)

GEHRING, THOMAS M. (*see* Feldman, S. Shirley)
GELMAN, SUSAN A. (*see* Ebeling, Karen S.)
GELMAN, SUSAN A. (*see* Taylor, Marjorie)

GELMAN, SUSAN A., & O'REILLY, ANNE WATSON. Children's Inductive Inferences within Superordinate Categories: The Role of Language and Category Structure 876–887
GENTNER, DEDRE. Metaphor as Structure Mapping: The Relational Shift 47–59
GIBBONS, JANE. (*see* Kagan, Jerome)
GNEPP, JACKIE, & CHILAMKURTI, CHINNI. Children's Use of Personality Attributions to Predict Other People's Emotional and Behavioral Reactions 743–754
GOLDSTEIN, SHERI. (*see* Field, Tiffany)
GOODMAN, GAIL S. (*see* Haith, Marshall M.)
GOODNOW, JACQUELINE J. Parents' Ideas, Actions, and Feelings: Models and Methods from Developmental and Social Psychology 286–320
GOODWYN, SUSAN. (*see* Acredolo, Linda)
GOPNIK, ALISON, & ASTINGTON, JANET W. Children's Understanding of Representational Change and Its Relation to the Understanding of False Belief and the Appearance-Reality Distinction 26–37
GOPNIK, ALISON, & GRAF, PETER. Knowing How You Know: Young Children's Ability to Identify and Remember the Sources of Their Beliefs 1366–1371
GRAF, PETER. (*see* Gopnik, Alison)
GREEN, JAMES A. Loglinear Analysis of Cross-classified Ordinal Data: Applications in Developmental Research 1–25
GREENBERG, MARK T., & CRNIC, KEITH A. Longitudinal Predictors of Developmental Status and Social Interaction in Premature and Full-Term Infants at Age Two 554–570
GUNNAR, MEGAN R. (*see* Hornik, Robin)
GUSELLA, JOANNE L.; MUIR, DARWIN; & TRONICK, EDWARD Z. The Effect of Manipulating Maternal Behavior during an Interaction on Three- and Six-Month-Olds' Affect and Attention 1111–1124
GUTIERREZ, JEANNIE; SAMEROFF, ARNOLD J.; & KARRER, BETTY M. Acculturation and SES Effects on Mexican-American Parents' Concepts of Development 250–255

HAITH, MARSHALL M.; HAZAN, CINDY; & GOODMAN, GAIL S. Expectation and Anticipation of Dynamic Visual Events by 3.5-Month-Old Babies 467–479
HALL, LAURIE. (*see* Shaklee, Harriet)
HART, CRAIG H. (*see* Ladd, Gary W.)
HARTUP, WILLARD W.; LAURSEN, BRETT; STEWART, MARK I.; & EASTENSON, AMY. Conflict and the Friendship Relations of Young Children 1590–1600
HASSIBI, MAHIN. (*see* Lerner, Jacqueline V.)
HAZAN, CINDY. (*see* Haith, Marshall M.)
HEALY, BRIAN. (*see* Field, Tiffany)
HENDERSON, V. KAY. (*see* Vandell, Deborah Lowe)
HERTZOG, CHRISTOPHER. (*see* Lerner, Jacqueline V.)
HICKS, RUTHANN. (*see* Wintre, Maxine Gallander)
HIRSCH, BARTON J. (*see* Zarling, Cynthia L.)
HODGES, ROSEMARY M., & FRENCH, LUCIA A. The Effect of Class and Collection Labels on Cardinality, Class Inclusion, and Number Conservation Tasks 1387–1396
HOGREFE, G.-JÜRGEN. (*see* Wimmer, Heinz)
HOLDEN, GEORGE W. Adults' Thinking about a Child-rearing Problem: Effects of Experience, Parental Status, and Gender 1623–1632
HOLT, PAUL. (*see* Shaklee, Harriet)
HOOKER, KAREN A. (*see* Lerner, Jacqueline V.)
HOPKINS, WILLIAM D. (*see* Savage-Rumbaugh, Sue)
HOPPE, MARLA. (*see* Rovet, Joanne F.)
HORNIK, ROBIN, & GUNNAR, MEGAN R. A Descriptive Analysis of Infant Social Referencing 626–634
HOROWITZ, FRANCES DEGEN. (*see* Colombo, John)
HOROWITZ, FRANCES DEGEN. (*see* Moss, Madelyn)
HOWELL, CATHERINE T. (*see* Rauh, Virginia A.)

JACOBVITZ, DEBORAH. (*see* Egeland, Byron)
JOHNSON, MAUREEN O. (*see* Kagan, Jerome)

KAGAN, JEROME; REZNICK, J. STEVEN; SNIDMAN, NANCY; GIBBONS, JANE; & JOHNSON, MAUREEN O. Childhood Derivatives of Inhibition and Lack of Inhibition to the Unfamiliar 1580–1589
KAIL, ROBERT. Reply to Stigler, Nusbaum, and Chalip 1154–1157
KALLIO, KENNETH D. Developmental Differences in the Comprehension of Simple and Compound Comparative Relations 397–410
KARRER, BETTY M. (*see* Gutierrez, Jeannie)
KASARI, CONNIE. (*see* Mundy, Peter)
KASSIN, SAUL M., & ELLIS, SHARI A. On the Acquisition of the Discounting Principle: An Experimental Test of a Social-Developmental Model 950–960
KENNEDY, MARK. (*see* Fenson, Larry)
KERMOIAN, ROSANNE, & CAMPOS, JOSEPH J. Locomotor Experience: A Facilitator of Spatial Cognitive Development 908–917

KEYES, SUSAN. (*see* Block, Jack)
KIM, CHUNGSOON C. (*see* Miura, Irene T.)
KOBAK, R. ROGERS, & SCEERY, AMY. Attachment in Late Adolescence: Working Models, Affect Regulation, and Representations of Self and Others 135–146
KROONENBERG, PIETER M. (*see* van IJzendoorn, Marinus H.)
KUHN, CYNTHIA. (*see* Field, Tiffany)

LADD, GARY W.; PRICE, JOSEPH M.; & HART, CRAIG H. Predicting Preschoolers' Peer Status from Their Playground Behaviors 986–992
LANDRY, SUSAN. (*see* Zarling, Cynthia L.)
LAURSEN, BRETT. (*see* Hartup, Willard W.)
LERNER, JACQUELINE V.; HERTZOG, CHRISTOPHER; HOOKER, KAREN A.; HASSIBI, MAHIN; & THOMAS, ALEXANDER. A Longitudinal Study of Negative Emotional States and Adjustment from Early Childhood through Adolescence 356–366
LEVY, GARY D. (*see* Carter, D. Bruce)
LÜTKENHAUS, PAUL. (*see* Bullock, Merry)

MACLEAN, DARLA J. (*see* Caron, Albert J.)
MARSHALL, RICHARD E. (*see* Porter, Fran Lang)
MARSHALL, TIMOTHY R. (*see* Zeskind, Philip Sanford)
MCCARTNEY, KATHLEEN. (*see* Scarr, Sandra)
MCCARTON, CECELIA M. (*see* Rose, Susan A.)
MCVEY, GAIL. (*see* Wintre, Maxine Gallander)
MELTZOFF, ANDREW N. Imitation of Televised Models by Infants 1221–1229
MELTZOFF, ANDREW N. Infant Imitation and Memory: Nine-Month-Olds in Immediate and Deferred Tests 217–225
MILLER, PATRICIA H. (*see* DeMarie-Dreblow, Darlene)
MILLER, PATRICIA H. (*see* Woody-Ramsey, Janet)
MILLER, SCOTT A. Parents' Beliefs about Children's Cognitive Development 259–285
MITCHELL, D. WAYNE. (*see* Colombo, John)
MITCHELL, D. WAYNE. (*see* Moss, Madelyn)
MIURA, IRENE T.; KIM, CHUNGSOON C.; CHANG, CHIH-MEI; & OKAMOTO, YUKARI. Effects of Language Characteristics on Children's Cognitive Representation of Number: Cross-National Comparisons 1445–1450
MOSS, MADELYN; COLOMBO, JOHN; MITCHELL, D. WAYNE; & HOROWITZ, FRANCES DEGEN. Neonatal Behavioral Organization and Visual Processing at Three Months 1211–1220
MUIR, DARWIN. (*see* Gusella, Joanne L.)
MUNDY, PETER; SIGMAN, MARIAN; KASARI, CONNIE; & YIRMIYA, NURIT. Nonverbal Communication Skills in Down Syndrome Children 235–249
MURRAY, ANN D. Newborn Auditory Brainstem Evoked Responses (ABRs): Longitudinal Correlates in the First Year 1542–1554
MURRAY, ANN D. Newborn Auditory Brainstem Evoked Responses (ABRs): Prenatal and Contemporary Correlates 571–588

NATHAN, RUTH G. (*see* Stanovich, Keith E.)
NELSON, DEBORAH G. KEMLER. (*see* Smith, J. David)
NEUMANN, CHARLOTTE. (*see* Sigman, Marian)
NICHOLLS, JOHN G., & THORKILDSEN, THERESA A. Children's Distinctions among Matters of Intellectual Convention, Logic, Fact, and Personal Preference 939–949
NINIO, ANAT, & RINOTT, NURITH. Fathers' Involvement in the Care of Their Infants and Their Attributions of Cognitive Competence to Infants 652–663
NUNNER-WINKLER, GERTRUD, & SODIAN, BEATE. Children's Understanding of Moral Emotions 1323–1338
NURCOMBE, BARRY. (*see* Rauh, Virginia A.)
NUSBAUM, HOWARD C. (*see* Stigler, James W.)

O'BRIEN, SUSAN F., & BIERMAN, KAREN LINN. Conceptions and Perceived Influence of Peer Groups: Interviews with Preadolescents and Adolescents 1360–1365
O'CONNOR, PATRICIA. (*see* Schonfeld, Irvin Sam)
OGAN, TAMRA A. (*see* Walden, Tedra A.)
OKAMOTO, YUKARI. (*see* Miura, Irene T.)
OLLER, D. KIMBROUGH, & EILERS, REBECCA E. The Role of Audition in Infant Babbling 441–449
O'REILLY, ANNE WATSON. (*see* Gelman, Susan A.)
OSTER, HARRIET. (*see* Rosenstein, Diana)
OWEN, MARGARET TRESCH. (*see* Vandell, Deborah Lowe)

PARKE, ROSS D. (*see* Dickstein, Susan)
PARRINELLO, ROSEANNE M., & RUFF, HOLLY A. The Influence of Adult Intervention on Infants' Level of Attention 1125–1135
PEDERSON, DAVID R. (*see* Smith, Philip B.)
PERNER, JOSEF. (*see* Wimmer, Heinz)
PERRY, SUSAN. (*see* Field, Tiffany)
PETTIT, GREGORY S.; DODGE, KENNETH A.; & BROWN, MELISSA M. Early Family Expe-

rience, Social Problem Solving Patterns, and Children's Social Competence 107–120
PILLOW, BRADFORD H. Young Children's Understanding of Attentional Limits 38–46
PORGES, STEPHEN W. (*see* Porter, Fran Lang)
PORTER, FRAN LANG; PORGES, STEPHEN W.; & MARSHALL, RICHARD E. Newborn Pain Cries and Vagal Tone: Parallel Changes in Response to Circumcision 495–505
PORTNOY, STEPHANIE. (*see* Schonfeld, Irvin Sam)
PRICE, JOSEPH M. (*see* Ladd, Gary W.)

RAUH, VIRGINIA; ACHENBACH, THOMAS M.; NURCOMBE, BARRY; HOWELL, CATHERINE T.; & TETI, DOUGLAS M. Minimizing Adverse Effects of Low Birthweight: Four-Year Results of an Early Intervention Program 544–553
REZNICK, J. STEVEN. (*see* Kagan, Jerome)
RICE, MABEL L., & WOODSMALL, LINDA. Lessons from Television: Children's Word Learning When Viewing 420–429
RICHARDS, JOHN E. (*see* Casey, Betty Jo)
RICHTERS, JOHN E.; WATERS, EVERETT; & VAUGHN, BRIAN E. Empirical Classification of Infant-Mother Relationships from Interactive Behavior and Crying during Reunion 512–522
RIDER, ELIZABETH A., & RIESER, JOHN J. Pointing at Objects in Other Rooms: Young Children's Sensitivity to Perspective after Walking With and Without Vision 480–494
RIESER, JOHN J. (*see* Rider, Elizabeth A.)
RINOTT, NURITH. (*see* Ninio, Anat)
ROBB, MARTHA D. (*see* Ward, Mary J.)
ROCK, STEPHEN L. (*see* Bradley, Robert H.)
ROSE, SUSAN A. Shape Recognition in Infancy: Visual Integration of Sequential Information 1161–1176
ROSE, SUSAN A.; FELDMAN, JUDITH F.; MCCARTON, CECELIA M.; & WOLFSON, JOHANNA. Information Processing in Seven-Month-Old Infants as a Function of Risk Status 589–603
ROSE, SUSAN A.; FELDMAN, JUDITH F.; & WALLACE, INA F. Individual Differences in Infant's Information Processing: Reliability, Stability, and Prediction 1177–1197
ROSENSTEIN, DIANA, & OSTER, HARRIET. Differential Facial Responses to Four Basic Tastes in Newborns 1555–1568
ROTHBART, MARY KLEVJORD. Temperament and the Development of Inhibited Approach 1241–1250
ROVET, JOANNE F.; EHRLICH, ROBERT M.; & HOPPE, MARLA. Specific Intellectual Deficits in Children with Early Onset Diabetes Mellitus 226–234
ROVINE, MICHAEL J. (*see* Belsky, Jay)
RUBLE, DIANE N. (*see* Feldman, Nina S.)
RUBLE, DIANE N., & FLETT, GORDON L. Conflicting Goals in Self-Evaluative Information Seeking: Developmental and Ability Level Analyses 97–106
RUFF, HOLLY A. (*see* Parrinello, Roseanne M.)
RULE, BRENDAN GAIL. (*see* Ferguson, Tamara J.)

SALAMY, ALAN. (*see* Eldredge, Lynnette)
SAMEROFF, ARNOLD J. (*see* Gutierrez, Jeannie)
SAVAGE-RUMBAUGH, SUE; SEVCIK, ROSE A.; & HOPKINS, WILLIAM D. Symbolic Cross-modal Transfer in Two Species of Chimpanzees 617–625
SAXE, GEOFFREY B. The Mathematics of Child Street Vendors 1415–1425
SCARR, SANDRA, & MCCARTNEY, KATHLEEN. Far from Home: An Experimental Evaluation of the Mother-Child Home Program in Bermuda 531–543
SCEERY, AMY. (*see* Kobak, R. Rogers)
SCHANBERG, SAUL. (*see* Field, Tiffany)
SCHMIDT, HILARY J., & BEAUCHAMP, GARY K. Adult-like Odor Preferences and Aversions in Three-Year-Old Children 1136–1143
SCHONFELD, IRVIN SAM; SHAFFER, DAVID; O'CONNOR, PATRICIA; & PORTNOY, STEPHANIE. Conduct Disorder and Cognitive Functioning: Testing Three Causal Hypotheses 993–1007
SEIDNER, LAURA BEIZER; STIPEK, DEBORAH J.; & FESHBACH, NORMA DEITCH. A Developmental Analysis of Elementary School-Aged Children's Concepts of Pride and Embarrassment 367–377
SERA, MARIA D.; TROYER, DEBRA; & SMITH, LINDA B. What Do Two-Year-Olds Know about the Sizes of Things? 1489–1496
SEVCIK, ROSE A. (*see* Savage-Rumbaugh, Sue)
SHAFFER, DAVID. (*see* Schonfeld, Irvin Sam)
SHAKLEE, HARRIET; HOLT, PAUL; ELEK, SUSAN; & HALL, LAURIE. Covariation Judgment: Improving Rule Use among Children, Adolescents, and Adults 755–768
SIEGAL, MICHAEL. Children's Knowledge of Contagion and Contamination as Causes of Illness 1353–1359
SIEGLER, ROBERT S. Individual Differences in Strategy Choices: Good Students, Not-So-Good Students, and Perfectionists 833–851

SIGMAN, MARIAN. (*see* Mundy, Peter)
SIGMAN, MARIAN; NEUMANN, CHARLOTTE; CARTER, ERIC; CATTLE, DOROTHY J.; D'SOUZA, SUSAN; & BWIBO, NIMROD. Home Interactions and the Development of Embu Toddlers in Kenya 1251–1261
SINGH, RAMADHAR. (*see* Srivastava, Prabha)
SMETANA, JUDITH G. Adolescents' and Parents' Conceptions of Parental Authority 321–335
SMITH, J. DAVID, & NELSON, DEBORAH G. KEMLER. Is the More Impulsive Child a More Holistic Processor? A Reconsideration 719–727
SMITH, LINDA B. (*see* Sera, Maria D.)
SMITH, PHILIP B., & PEDERSON, DAVID R. Maternal Sensitivity and Patterns of Infant-Mother Attachment 1097–1101
SNIDMAN, NANCY. (*see* Kagan, Jerome)
SODIAN, BEATE. Children's Attributions of Knowledge to the Listener in a Referential Communication Task 378–385
SODIAN, BEATE. (*see* Nunner-Winkler, Gertrud)
SONNENSCHEIN, SUSAN. The Development of Referential Communication: Speaking to Different Listeners 694–702
SOPHIAN, CATHERINE. Early Developments in Children's Understanding of Number: Inferences about Numerosity and One-to-One Correspondence 1397–1414
SRIVASTAVA, PRABHA, & SINGH, RAMADHAR. Age and Task Differences in Prediction of Performance from Motivation and Ability Information 769–781
SROUFE, L. ALAN. (*see* Egeland, Byron)
STANOVICH, KEITH E.; NATHAN, RUTH G.; & ZOLMAN, JUDITH E. The Developmental Lag Hypothesis in Reading: Longitudinal and Matched Reading-Level Comparisons 71–86
STEPHENS, BENJAMIN R. (*see* Dannemiller, James L.)
STEVENS, JOSEPH H., JR. Social Support, Locus of Control, and Parenting in Three Low-Income Groups of Mothers: Black Teenagers, Black Adults, and White Adults 635–642
STEVENSON, MICHAEL R., & BLACK, KATHRYN N. Paternal Absence and Sex-Role Development: A Meta-Analysis 793–814
STEWART, MARK I. (*see* Hartup, Willard W.)
STIGLER, JAMES W.; NUSBAUM, HOWARD C.; & CHALIP, LAURENCE. Developmental Changes in Speed of Processing: Central Limiting Mechanism or Skill Transfer? 1144–1153
STIPEK, DEBORAH J. (*see* Seidner, Laura Beizer)
STIPEK, DEBORAH J., & DECOTIS, KAREN M. Children's Understanding of the Implications of Causal Attributions for Emotional Experiences 1601–1610
SWAIN, IRINA U. (*see* Weiss, Michael J.)

TANGNEY, JUNE PRICE. Aspects of the Family and Children's Television Viewing Content Preferences 1070–1079
TAYLOR, MARJORIE. Conceptual Perspective Taking: Children's Ability to Distinguish What They Know from What They See 703–718
TAYLOR, MARJORIE, & GELMAN, SUSAN A. Adjectives and Nouns: Children's Strategies for Learning New Words 411–419
TETI, DOUGLAS M. (*see* Rauh, Virginia A.)
THELEN, MARK H. (*see* Fuchs, Dayna)
THOMAS, ALEXANDER. (*see* Lerner, Jacqueline V.)
THOMPSON, ROSS A.; CONNELL, JAMES P.; & BRIDGES, LISA J. Temperament, Emotion, and Social Interactive Behavior in the Strange Situation: A Component Process Analysis of Attachment System Functioning 1102–1110
THORKILDSEN, THERESA A. (*see* Nicholls, John G.)
TRONICK, EDWARD Z. (*see* Gusella, Joanne L.)
TROYER, DEBRA. (*see* Sera, Maria D.)

UNGER, DONALD G., & WANDERSMAN, LOIS PALL. The Relation of Family and Partner Support to the Adjustment of Adolescent Mothers 1056–1060

VALDEZ-MENCHACA, MARTA C. (*see* Whitehurst, Grover J.)
VALDEZ-MENCHACA, MARTA C., & WHITEHURST, GROVER J. The Effects of Incidental Teaching on Vocabulary Acquisition by Young Children 1451–1459
VANDELL, DEBORAH LOWE, & CORASANITI, MARY ANNE. The Relation between Third Graders' After-School Care and Social, Academic, and Emotional Functioning 868–875
VANDELL, DEBORAH LOWE; HENDERSON, V. KAY; & WILSON, KATHY SHORES. A Longitudinal Study of Children with Day-Care Experiences of Varying Quality 1286–1292
VANDELL, DEBORAH LOWE; OWEN, MARGARET TRESCH; WILSON, KATHY SHORES; & HENDERSON, V. KAY. Social Development in Infant Twins: Peer and Mother-Child Relationships 168–177
VAN IJZENDOORN, MARINUS H. (*see* Bus, Adriana G.)
VAN IJZENDOORN, MARINUS H., & KROONENBERG, PIETER M. Cross-cultural Patterns

of Attachment: A Meta-Analysis of the Strange Situation 147–156
VAUGHN, BRIAN E. (*see* Richters, John E.)
VAUGHN, BRIAN E. (*see* Ward, Mary J.)
VAUGHN, BRIAN E.; BLOCK, JEANNE H.; & BLOCK, JACK. Parental Agreement on Child Rearing during Early Childhood and the Psychological Characteristics of Adolescents 1020–1033
VUCHINICH, SAMUEL; EMERY, ROBERT E.; & CASSIDY, JUDE. Family Members as Third Parties in Dyadic Family Conflict: Strategies, Alliances, and Outcomes 1293–1302
WAAS, GREGORY A. Social Attributional Biases of Peer-rejected and Aggressive Children 969–975
WALDEN, TEDRA A., & OGAN, TAMRA A. The Development of Social Referencing 1230–1240
WALLACE, INA F. (*see* Rose, Susan A.)
WANDERSMAN, LOIS PALL. (*see* Unger, Donald G.)
WARD, MARY J.; VAUGHN, BRIAN E.; & ROBB, MARTHA D. Social-Emotional Adaptation and Infant-Mother Attachment in Siblings: Role of the Mother in Cross-Sibling Consistency 643–651
WARREN, MICHELLE P. (*see* Brooks-Gunn, J.)
WARREN-LEUBECKER, AMYE, & CARTER, BETH WARREN. Reading and Growth in Metalinguistic Awareness: Relations to Socioeconomic Status and Reading Readiness Skills 728–742
WATERS, EVERETT. (*see* Richters, John E.)
WEISS, MICHAEL J.; ZELAZO, PHILIP R.; & SWAIN, IRINA U. Newborn Response to Auditory Stimulus Discrepancy 1530–1541
WHITEHURST, GROVER J. (*see* Valdez-Menchaca, Marta C.)
WHITEHURST, GROVER J., & VALDEZ-MENCHACA, MARTA C. What Is the Role of Reinforcement in Early Language Acquisition? 430–440
WILSON, KATHY SHORES. (*see* Vandell, Deborah Lowe)
WIMMER, HEINZ; HOGREFE, G.-JÜRGEN; & PERNER, JOSEF. Children's Understanding of Informational Access as Source of Knowledge 386–396
WINTRE, MAXINE GALLANDER; HICKS, RUTHANN; MCVEY, GAIL; & FOX, JOHN. Age and Sex Differences in Choice of Consultant for Various Types of Problems 1046–1055
WOLFSON, JOHANNA. (*see* Rose, Susan A.)
WOODSMALL, LINDA. (*see* Rice, Mabel L.)
WOODY-RAMSEY, JANET, & MILLER, PATRICIA H. The Facilitation of Selective Attention in Preschoolers 1497–1503

YIRMIYA, NURIT. (*see* Mundy, Peter)
YONAS, ALBERT. (*see* Craton, Lincoln G.)

ZARLING, CYNTHIA L.; HIRSCH, BARTON J.; & LANDRY, SUSAN. Maternal Social Networks and Mother-Infant Interactions in Full-Term and Very Low Birthweight, Preterm Infants 178–185
ZELAZO, PHILIP R. (*see* Weiss, Michael J.)
ZESKIND, PHILIP SANFORD, & MARSHALL, TIMOTHY R. The Relation between Variations in Pitch and Maternal Perceptions of Infant Crying 193–196
ZIMMERMAN, EUGENE A. (*see* Field, Tiffany)
ZOLMAN, JUDITH E. (*see* Stanovich, Keith E.)

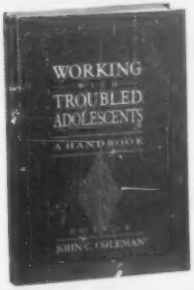
## REVIEWERS

In addition to members of the editorial board, whose names are listed on the first page of the journal, we sought reviews from a number of other scientists. We wish to thank the following scholars for returning reviews in November and December of 1987.

*The Editors*

Rona Abramovitch
Linda P. Acredolo
Steven R. Asher
Linda Baker
Martin Banks
Jonathan Baron
Arthur J. Baroody
Diana Baumrind
Carole R. Beal
Jay Belsky
W. Keith Berg
Ann K. Boggiano
Marc H. Bornstein
Melissa Bowerman
Michael C. Boyes
Robert H. Bradley
Inge Bretherton
Gordon W. Bronson
B. Bradford Brown
Duane P. Buhrmester
William M. Bukowski
James P. Byrnes
Maureen A. Callanan
Carol A. Capelli
Steven L. Carlton-Ford
Jude A. Cassidy
Alison Clarke-Stewart
John D. Coie
W. Andrew Collins
John Colombo
James P. Connell
David A. Corsini
Philip A. Cowan
David R. Cross
James L. Dannemiller
Richard J. Davidson
Albert J. Davis
Ann L. Dean
Jill de Villiers
Velma Dobson
Wilberta L. Donovan
Bruce R. Dorval
Carl J. Dunst
Jerome B. Dusek
M. Ann Easterbrooks
Rebecca E. Eilers
Nancy Eisenberg
Glen H. Elder, Jr.
Anette Engfer
Ana Estrada
Joseph F. Fagan
Norma D. Feshbach
Tiffany M. Field
Hiram E. Fitzgerald
Robyn Fivush
John H. Flavell
Nathan A. Fox
Doran C. French
Irene Hanson Frieze
Uta Frith
Wyndol C. Furman
Susan A. Gelman
H. Hill Goldsmith
Jacqueline J. Goodnow
William G. Graziano
Wendy S. Grolnick
Harold D. Grotevant
John W. Hagen
Louise Hainline
Maureen Hallinan
Christoph M. Heinicke
Frances Degen Horowitz
Carollee Howes
Charles Hulme
John Irwin
Douglas Jackson
Joseph L. Jacobson
Ronald C. Johnson
Jerome Kagan
Daniel P. Keating
Marcel Kinsbourne
David Klahr
Elisa L. Klein
Milton Kotelchuck
Linda R. Krasnor
Michael E. Lamb
Jacqueline V. Lerner
Richard M. Lerner
Michael Lewis
Marcia C. Linn
Eleanor E. Maccoby
Michael P. Maratsos
Lewis Margolis
Richard E. Marshall
Carol L. Martin
Adam P. Matheny
J. J. McArdle
John A. Meacham
Carolyn B. Mervis
Daniel Montello
James L. Morgan
Barbara A. Morrongiello
Darwin W. Muir
Ann D. Murray
Charles Nelson
Andrew F. Newcomb
John G. Nicholls
Richard H. Passman
Donald Peters
Deborah A. Phillips
Herbert L. Pick
Clifton Pye
J. Steven Reznick
D. Dean Richards
Elizabeth Robinson
Susan A. Rose
David C. Rowe
Arnold J. Sameroff
Hollis S. Scarborough
Leona Schauble
Karen Schneider-Rosen
Ronald Seifer
Karen Sheingold
Richard A. Shweder
Michael Siegal
Arietta Slade
Linda Smolak
Catherine Snow
Susan Sonnenschein
James R. Speer
L. Alan Sroufe
Keith E. Stanovich
Nancy L. Stein
Elizabeth Sulzby
Brian Sutton-Smith
H. Gerry Taylor
Ross A. Thompson
Barrie Thorne
Sandra Trehub
William Tunmer
Herbert Vaughn
Maris A. Vinovskis
Gregory A. Waas
Deborah Paula Waber
Mary J. Ward
Marsha Weinraub
Kathryn Wentzel
Susan M. Widmayer
Robert Woodson
Albert Yonas

# For The Practicing Professional




*HELPFUL TO PRACTITIONERS...*

## WORKING WITH TROUBLED ADOLESCENTS

**A Handbook**

edited by
**John C. Coleman**

The chapters in this book relate to treatment issues which are frequently matters for discussion in settings such as adolescent units, special schools, social work departments, or therapeutic communities. Issues of sexual abuse, family resistance, suicidal gestures, self-concept development, social skills training, eating disorders, the problems of group leadership and what to do with adolescents are perennial concerns of professionals working with troubled young people.

1987, 313 pages, $40.00
ISBN: 0-12-179720-1

*NEW!*

## THE SECOND HANDBOOK ON PARENT EDUCATION

**Contemporary Perspectives**

edited by
**Marvin J. Fine**

The forerunner of this volume, **Handbook on Parent Education** (Academic Press, 1980), examined some popular models of parent education and the application of parent education to diverse populations. This new volume will serve as both an extension of and a companion volume to the earlier work. The study of the American family and concern with the development and welfare of children continue to be of keen interest to both scholars and practitioners.

November 1988, 390 pages
$35.00/ISBN: 0-12-256482-0

## THE DEVELOPMENT OF SCIENTIFIC THINKING SKILLS

**Deanna Kuhn, Eric Amsel, and Michael O'Loughlin**
with the assistance of
**Leona Schauble, Bonnie Leadbeater, and William Yotive**

A Volume in the DEVELOPMENTAL PSYCHOLOGY SERIES

This book explores the changes in strategies of inductive reasoning from middle childhood to adulthood.

1988, 249 pages, $29.95
ISBN: 0-12-428430-2

## PERINATAL DEVELOPMENT

**A Psychobiological Perspective**

edited by
**Norman A. Krasnegor, Elliott M. Blass, Myron A. Hofer, and William P. Smotherman**

A Volume in BEHAVORIAL BIOLOGY: AN INTERNATIONAL SERIES

**In Paperback:** $24.95
ISBN: 0-12-445911-0
Casebound: $55.00
ISBN: 0-12-445910-2
1987, 448 pages

**ACADEMIC PRESS**
*Harcourt Brace Jovanovich, Publishers*
Book Marketing Dept. #01128, 1250 Sixth Ave., San Diego, CA 92101
**Call Toll Free 1-800-321-5068**

©1988 by Academic Press, Inc. All Rights Reserved.
Prices subject to change without notice. CB/SJ—01128

## New From Plenum

**MATERNAL EMPLOYMENT AND CHILDREN'S DEVELOPMENT**
**Longitudinal Research**
edited by **Adele Eskeles Gottfried** and **Allen W. Gottfried**
A volume in the series Plenum Studies in Work and Industry.
0-306-42867-9/306 pp./ill./1988/$34.50
text adoption price on orders of six or more copies: $24.50

**PERSPECTIVES IN DEVELOPMENTAL PSYCHOLOGY**
Series Editor: **Michael Lewis**

**COGNITIVE DEVELOPMENT AND CHILD PSYCHOTHERAPY**
edited by **Stephen R. Shirk**
0-306-42880-6/331 pp. + index/ill. 1988/$45.00
text adoption price on orders of six or more copies: $29.50

**THE DIFFERENT FACES OF MOTHERHOOD**
edited by **Beverly Birns** and **Dale F. Hay**
0-306-42887-3/286 pp. + index/ill. 1988/$35.00
text adoption price on orders of six or more copies: $24.50

**THE PSYCHOBIOLOGY OF EMOTIONS**
by **Jack George Thompson**
0-306-42843-1/418 pp./ill./1988/$45.00
text adoption price on orders of six or more copies: $29.50

**THEORY AND RESEARCH IN BEHAVIORAL PEDIATRICS**
**Volume 4**
**edited by Hiram E. Fitzgerald, Barry M. Lester,** and **Michael W. Yogman**
0-306-42882-2/282 pp./ill./1988/$45.00

**PLENUM PUBLISHING CORPORATION**
**233 Spring Street**
**New York, NY 10013-1578**
**212-620-8000/1-800-221-9369**

Plenum PUBLISHING CORPORATION

# You can now order article reprints from this publication

University Microfilms International, in cooperation with publishers of this journal, offers a highly convenient Article Reprint Service. Single articles or complete issues can now be obtained in their original size (up to 8½ x 11 inches). For more information please complete and mail the coupon below.

## ARTICLE REPRINT SERVICE
University Microfilms International

☐ YES! I would like to know more about the Article Reprint Service. Please send me full details on how I can order.
☐ Please include catalogue of available titles.

Name _____ Title _____
Institution/Company _____
Department _____
Address _____
City _____ State _____ Zip _____

**Mail to: University Microfilms International**
Article Reprint Service
300 North Zeeb Road
Ann Arbor, Michigan 48106

# IN SUPPORT OF FAMILIES

*Edited by*
*Michael W. Yogman and*
*T. Berry Brazelton*

"Through poignant case histories, reviews of research, and policy analyses, the book demonstrates how support from all systems—educational, health care, and governmental—is vital to families...The strength of this book lies in its discussion of social policy, its well-defined approach to problems, and its delineation of successful factors in programs that have provided support for families and children. It is an invaluable resource for physicians, therapists, educators, and social workers interested in policy changes to help families."

—*New England Journal of Medicine*

"This readable and significant book should be of wide appeal to mental health professionals; one hopes that its message will also reach policy makers."

—*Readings*

$12.95 paper

# THE BEGINNINGS OF SOCIAL UNDERSTANDING

*Judy Dunn*

*The Beginnings of Social Understanding* draws upon observations and analyses of three longitudinal studies of children during the transition from infancy to childhood, examining children's disputes, jokes, plays, their questions and narratives about others. The book demonstrates children's increasing subtlety as members of a cultural world, and argues that children's emotional relationships and family discourse play crucial roles in the development of this understanding. Dunn breaks through traditional notions of child development and synthesizes a refreshingly original and new perspective from which to view the social potential of children.

$20.00 cloth

**Harvard University Press**
79 Garden Street
Cambridge, MA 02138

75th · 350th ANNIVERSARY

*Now in paper*

# THE BATTERED CHILD

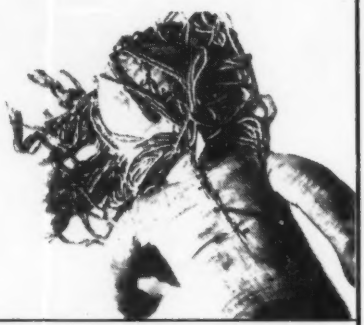
*Fourth Edition, Revised and Expanded*

*Edited by* **RAY E. HELFER, M.D.,** *and* **RUTH S. KEMPE, M.D.**

*With a Foreword by C. Henry Kempe, M.D.*

"The original edition . . . was the landmark document for child health care workers at the time. Our society's present awareness of child abuse in all its forms has occurred largely because of this book. . . . The sooner we get people in all professions —not just those in the medical profession—to read such a book, the better off our children, and our children's children, will be." —Ruth Ann Parish, M.D., *New England Journal of Medicine*

***Paper $15.95 494 pages***
***102 halftones***



**THE UNIVERSITY OF CHICAGO PRESS** *5801 South Ellis Avenue, Chicago, IL 60637*

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION
(Required by 39 U.S.C. 3685)

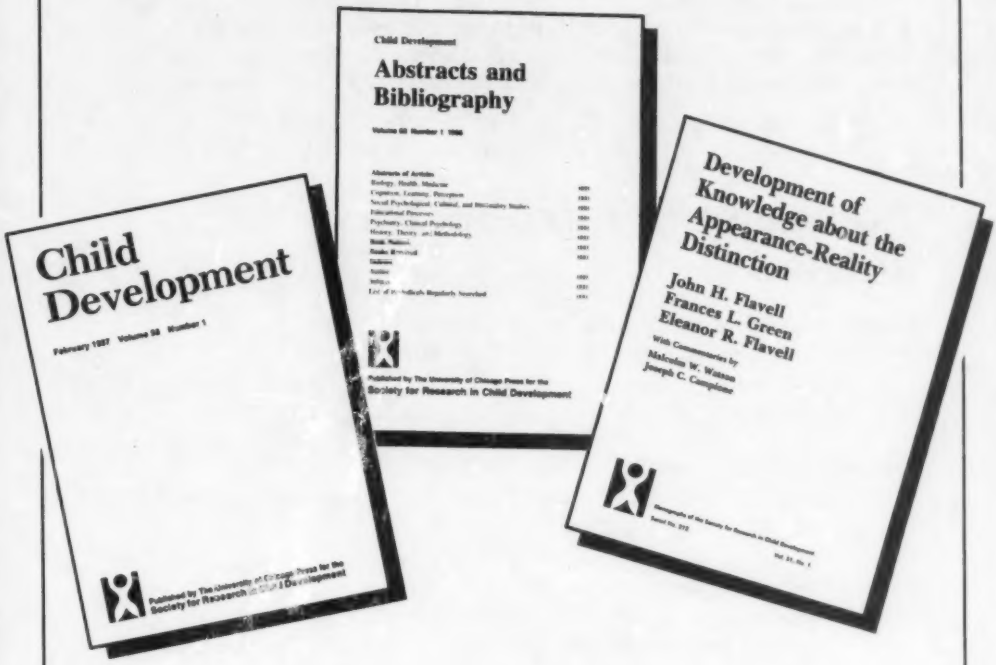
1. Title of publication: Child Development
a. Publication number: 00093920
2. Date of filing: September 20, 1988
3. Frequency of issue: Bi-monthly
a. No. of issues published annually: 6
b. Annual subscription price: $105.00
4. Location of known office of publication: 5720 S. Woodlawn Avenue, Chicago, Cook, Illinois 60637.
5. Location of the headquarters or general business offices of the publishers: 5720 S. Woodlawn Avenue, Chicago, Illinois 60637.
6. Names and addresses of publisher, editor, and managing editor:
Publisher: The University of Chicago Press, 5720 S. Woodlawn Avenue, Chicago, Illinois 60637
Editor: Willard W. Hartup, University of Minnesota, Minneapolis, Minnesota 55455
Managing Editor: None
7. Owner: Society for Research in Child Development, University of California, Berkeley, California 94720
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None
9. The purpose, function, and nonprofit status of this organization and the exempt status for Federal income tax purposes have not changed during preceding 12 months.
10. Extent and nature of circulation:

| | | Average Number Copies Each Issue During Preceding 12 Months | Single Issue Nearest To Filing Date |
|---|---|---|---|
| A. | Total number copies printed | 9,333 | 9,200 |
| B. | Paid circulation: | | |
| | 1. Sales through dealers and carriers, street vendors and counter sales | | |
| | 2. Mail subscriptions | 7,685 | 8,278 |
| C. | Total paid circulation | 7,685 | 8,278 |
| D. | Free distribution: samples, complimentary, and other free copies | 83 | 81 |
| E. | Total distribution (sum of C & D) | 7,768 | 8,359 |
| F. | Copies not distributed: | | |
| | 1. Office use, leftover, unaccounted, spoiled after printing | 1,565 | 841 |
| | 2. Returns from news agents | | |
| G. | Total (sum of E and F) | 9,333 | 9,200 |

11. I certify that the statements made by me above are correct and complete.

ROBERT SHIRRELL, Journals Manager

# Are you reading someone else's copies?




# Order your own subscription today—*at discount rates*

Students: Special rates are available to you with your membership in the Society for Research in Child Development

**See reverse**

# Yes—I want to join the SRCD!

Please enter my membership pro tem for 1989 and begin my subscriptions to all three SRCD journals. I understand that the Executive Officer of the SRCD will send me a member's application form in order to confirm my participation as a Society member.

☐ Regular member $95 ☐ Student member $55.00
(Attach copy of validated ID)

## Nonmember introductory subscriptions

**Combination subscription at 25% off** (G)
(Especially for institutions that aren't yet subscribing)

☐ Please enter my new subscription to all three SRCD journals at the introductory rate of $142.50* (regularly $190)

**Single journal subscriptions at 15% off** (J)

☐ Please enter my subscription to the following journal at the introductory rate specified:

☐ **Child Development** $89.25* (regularly $105)
(ISSN: 0009-3920)
☐ **Monographs** (ISSN: 0037-976X) $42.50* (regularly $50)
☐ **Abstracts and Bibliography** $42.50* (regularly $50)
(ISSN: 0009-3939)

***Outside USA?** Add the following for postage: Combination $19.50, **Child Development** $9.00, **Monographs** $6.00, **Abstracts** $4.50.

NOTE: Subscriptions entered on a calendar year basis only.

☐ **Charge** my ☐ **Visa** ☐ **MasterCard**
Exp. date _____
Acct. # _____
Signature _____
☐ **Check enclosed** (payable to SRCD)

Name _____

Address _____

City _____

State/Country _____ ZIP _____

**Please mail to The University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637.**

IF9DE 59:6 12/88

## NOTICE TO CONTRIBUTORS

*Child Development* is a publication outlet for reports of empirical research, theoretical articles, and reviews that have theoretical implications for developmental research. As a publication of an interdisciplinary organization, contributions from all disciplines concerned with developmental processes are welcome.

Each author who submits a manuscript should:

—send four copies (typescript or high-quality machine copy) to the Editor at the address given below. Since a system of blind reviewing will be used, each copy of the paper should include a cover sheet containing the title of the manuscript, the name of the author(s), and the affiliation of the author(s). The title should also appear on the first page of the text. Information or footnotes about the identity of the authors and their affiliation should be eliminated from the manuscript. Footnotes and acknowledgments containing such information should appear on the cover sheet. It is the author's responsibility to remove identifying information from the manuscript. The cover sheet will not be included when the manuscript is sent out for review. Make certain that everything in the manuscript is double spaced and include an abstract of 100–150 words on a separate sheet of paper.

—follow the guidelines on requirements, format, style, and ethics provided in the *Publication Manual* (3d ed.) of the American Psychological Association (1200 Seventeenth Street, N.W., Washington, D.C. 20036).

—send only copies of the figures on first submission of the paper. Glossy prints numbered lightly on the back of each figure to be included in the paper should be submitted only with the final revision of the accepted papers.

—papers should be written as concisely as possible. Most single experiment studies can be presented in less than 15 double-spaced pages, including tables and references. It is recognized that more space may be necessary in papers involving complex methodology, multiple studies, and reviews. If a paper of over 25 pages is submitted, a cover letter justifying its length should be included. A paper of over 60 pages is unlikely to be accepted but may be referred to the *Monographs*.

—preference will be given to papers which involve multiple studies, multiple methods, or multiple settings, and which have important theoretical, practical, policy, or interdisciplinary implications.

—manuscripts may not be submitted simultaneously to *Child Development* and to other journals.

All manuscripts submitted will be acknowledged promptly. Manuscripts are reviewed by the Editor and the Editorial Board or by invited regular reviewers with special competence in the area represented by the manuscript. Articles and reviews must be judged to be of substantial importance to the broad readership of *Child Development* as well as meet a high level of scientific acceptability. The Editor retains the right to reject manuscripts that do not meet established ethical standards. The Editors regret that, in case of rejection, manuscripts cannot be returned.

The initial review process seldom requires more than 3 months. Most accepted manuscripts require some revision, but the editorial decision letter will communicate suggestions to the author that should facilitate the preparation of the revision. The time between initial submission and appearance in print of accepted manuscripts seldom exceeds 1 year.

There is no charge for publication of papers in *Child Development* unless tabular or graphic materials exceed 10% of the total number of pages. Charges are also levied for changes in proof other than correction of printer's errors. Any inquiries relating to charges or business matters (including reprint orders) should be addressed to Child Development Publications at the address given below.

EDITOR
Willard W. Hartup
CHILD DEVELOPMENT
University of Minnesota
51 East River Road
Minneapolis, Minnesota 55455

PUBLICATION OFFICE
Child Development Publications
The University of Chicago Press
5720 South Woodlawn Avenue
Chicago, Illinois 60637